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ABSTRACT

To aid elementary, middle, junior high, and high schools in planning an Instructional Materials Center, this handbook presents standards for this modern concept of a school library. The term Instructional Materials Center (IMC) is used throughout to designate a centralized collection of materials, with a staff of professional and clerical personnel, which provides media services to students, teachers, administrators, and the community. The handbook includes guidelines for the selection, acquisition, and organization of materials; information on the processing of materials; the philosophy behind making materials accessible to students, staff, administration, and community; the minimum standards for audiovisual equipment; the staffing requirements of an IMC; and the funding levels necessary to maintain and up-date materials in an IMC. A bibliography and a directory of publishers are included. (KC)

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Standards for School Library/Media Programs

1972-75

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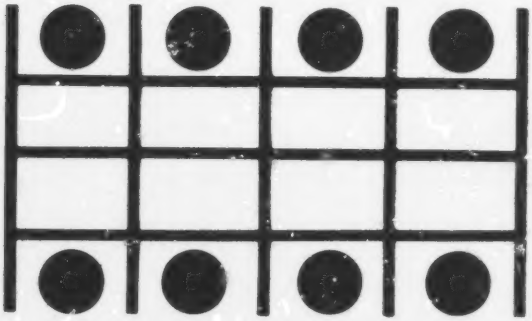
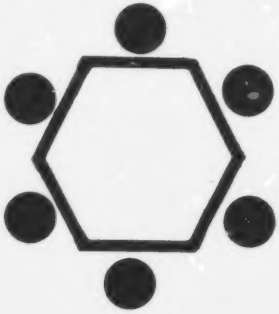


Introduction

Educational philosophy today recognizes an educated individual as one who has learned how to learn—to think and to use methods of disciplined inquiry in examining and exploring ideas—as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. Each student must have access to a variety of media (materials and equipment) to meet his individual needs. With the introduction of various media must come leadership in their selection and optimum use. Every student should have access to the services of a good school library and to the services of a planned audiovisual program throughout the school.

The modern concept of a school library is that of an Instructional Materials Center (IMC). With the publication of these standards the Department of Public Instruction endorses the Instructional Materials Center as the appropriate way for schools to provide for the evaluation, selection, organization and utilization of the wide variety of print and audiovisual materials to meet the needs of the curriculum and students' interests. A well-organized audiovisual program is necessary to ensure effective utilization of audiovisual materials and technology. This publication brings together for the first time in Wisconsin standards for instructional materials centers and audiovisual programs. (It should not be assumed that this means all programs should be unified. The Department takes the position that the local school district should decide whether to establish combined library and audiovisual programs or to provide separate cooperating services. Flexibility will allow development of programs suited to local needs.)

The term Instructional Materials Center (IMC) is used throughout this handbook to designate a centralized collection of materials with a staff of professional and clerical personnel providing media services to students, teachers, administrators and the community. There are many designations for such a center, such as library, instructional materials center, media center, learning center, learning resources center and multimedia center. Regardless of the terminology used, all elementary, middle schools, junior high schools and senior high schools in Wisconsin are urged to meet the standards set forth in this handbook.



What Library and Audiovisual Programs Do:

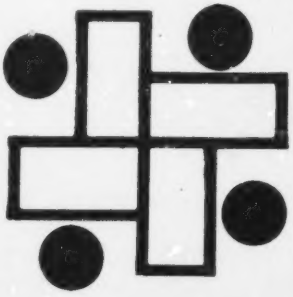
Serve students by:

- Providing materials of varying levels of difficulty and on a wide variety of subjects
- Giving increased dimensions to learning through access to a variety of media and equipment
- Indexing all learning materials (print and audiovisual)* that are available in the building
- Teaching how to locate and use materials
- Teaching how to evaluate materials
- Teaching how to relate to outside sources for additional information
- Providing an atmosphere for individual, large group and small group inquiry
- Developing skills in the production of learning materials
- Providing story hours
- Encouraging creativity

*Print and audiovisual materials include books, magazines, filmstrips, records, tapes, films, pictures, kits, games and other materials not considered classroom texts

Serve teachers by:

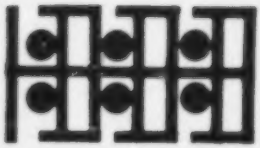
- Assisting in selection and gathering of materials for units
- Aiding in correlation of unit materials and activities
- Assisting in the planning and production of various teaching materials
- Providing information on new materials and techniques
- Providing information on available outside resources
- Cataloging all instructional materials that are available in the building
- Providing in-service training including methods of using and evaluating materials and evaluation techniques
- Providing a professional library
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use
- Organizing and managing resource centers
- Providing in-service training in the use of audiovisual equipment
- Assisting teachers in systems approach to instructional design



Assist administrators by:

- Supporting the total school curriculum with materials and services
- Providing central purchasing of learning materials and equipment
- Providing in-service training
- Avoiding unnecessary duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating with other IMC's and libraries in the area
- Providing distribution of materials and equipment

- Providing continuous orientation to new ideas
- Providing for maintenance of equipment
- Providing an area for production of instructional materials
- Maintaining a constant and complete inventory of all learning materials and equipment

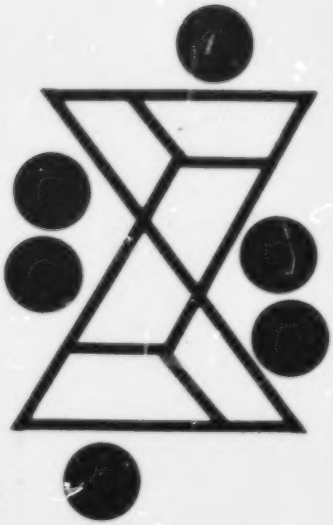


Selection, Acquisition and Organization of Materials Collection

It is the function of the Instructional Materials Center to provide materials which implement the school curriculum. To support its educational program, a school needs materials in many forms related to all curriculum areas. Specific requirements are:

(1) Print and audiovisual materials should be cataloged and organized according to subject treated and shelved where they are openly accessible to students and teachers.
(2) Shelf list
(3) Author, title, subject catalog for all centralized collections
(4) Proper accession list (required only for classroom libraries)
(5) Maintain a five-year collection of back issues of magazines to meet curriculum needs
(6) Provide one of the following for students to make effective use of magazines: *Subject Index to Children's Magazines, Abridged Reader's Guide*, or *Reader's Guide to Periodical Literature*

Intelligent selection of materials is a time-consuming task which requires professional competence as well as the ability to profit by the professional competence of others. The first requisite is depth of knowledge of the curriculum and the second is knowledge of the needs, interests and abilities of those served by the program. Selection of the type of materials, printed, pictured or recorded, should be made on the basis of the medium available that most effectively conveys or interprets the content or the concept. In many instances material in one format is useful in supplementing that in another. The same material may be needed in various media for use with individuals and groups with varying degrees of ability and interest as well as to provide opportunities for variety in presentation. All materials selected, in whatever format, should meet high standards of excellence. Materials which deal with current topics should be up-to-date; those which reflect a biased point of view should make the prejudice recognizable.



The media collection should include all facets of the curriculum with materials which reflect different points of view on controversial subjects and which provide opportunities for pupils and teachers to range far and wide in their search for information and inspiration. Since there is within a school little homogeneity of either ability or interest, the collection should contain both easy and difficult materials.

The selection of all media is a cooperative process which must involve teachers and students. The IMC staff is included in the committees responsible for the selection of textbooks and supplementary materials. Teachers are subject specialists with the added knowledge of the needs, interests, and abilities of their students. It is the responsibility of the IMC staff to consult with them, to provide them with as much bibliographic information as possible, and to aid and implement their evaluation and utilization of materials. Students should be encouraged to use bibliographic sources and request purchase and/or acquisition of materials in which they are interested or which they need.

The safest basis for selection is a first-hand knowledge of the materials; the next is the perceptive use of reliable selection sources. Factors to consider in evaluating lists include the reliability of the person or organization who prepared them and their recency. Some school districts now provide examination centers where books, films and filmstrips, tapes, recordings and other media may be previewed or examined. Where such service is available, teachers and IMC staff should be given the opportunity on school time to become familiar with the materials and should avail themselves of this opportunity before recommending purchase.

Every school district should develop a statement of policy which guides the selection of materials. Such statements should include the philosophy for selection, the agency and staff responsible for implementing policy, the types of materials included, criteria and procedures for their selection, and procedures for handling problems which arise when a particular item is questioned. When such statements are cooperatively developed, approved by the board of education and adhered to, they provide both guidance for all who are involved in the selection of materials and an orderly procedure for handling any problem which may arise.

All schools should own and use appropriate selection aids such as those listed in *Selecting Materials for School Media Centers*, American Association of School Librarians. A copy of this bibliography may be obtained from the State School Library Supervisor, 126 Langdon Street, Madison, Wisconsin 53702.

Processing of Materials (Centralized)

Centralized processing of all learning resources is desirable for every program. Centralized processing includes purchasing, cataloging and classification, technical processing, maintenance and distribution of materials. It may be established at the district level, or may be accomplished by contracting with a larger service such as a CESA agency or by utilizing commercial sources.

Benefits of centralized processing: releases professional personnel in the IMC to work with teachers and students; eliminates costly duplication of professional and non-professional staff; promotes coordinated storage and utilization of print and audiovisual resources; provides uniformity and continuity in classification and subject headings throughout the school district; utilizes the professional skills of the cataloger and the clerical staff economically and efficiently; eliminates costly duplication of bibliographic tools and reduces unit cost of cataloging; provides union catalogs of district holdings.

Accessibility of Materials

Optimum use of materials is facilitated in many ways in the instructional materials center and throughout the school. Resources of the IMC and services of professional staff members are available whenever needed by students and teachers. The formal and informal instructional program of the IMC, whether for individuals, classes, small groups, teaching teams, or other combinations of students and teachers, requires a qualified staff of sufficient number to achieve its objectives. If the number and qualifications of staff personnel are substandard, the resources of the center, no matter how extensive, cannot be used to their fullest potential.

The IMC program is available at all times of the day and also before and after school. In order to expand services to students and teachers and to obtain greater returns from the school's investment in materials and equipment, these hours may be extended to include evenings, Saturdays and vacation periods. This expanded program is, however, dependent on demand and budget. The geographic location of the school must be

one students can reach safely and easily. The location of the instructional materials center in the school should make it possible to keep the center open after regular school hours within reasonable limits of maintenance costs and with adequate security measures. Plans for new schools should therefore locate the Instructional Materials Center on a ground floor with an outside entrance with provisions for remaining open when the rest of the school plant is closed. Audiovisual facilities must be strategically located to provide coordinated services. Extended hours of service require additional professional and supportive staff, preferably working on a staggered schedule rather than as a separate staff. The total work time for a professional staff member should be equivalent to the average work load and schedule of other faculty members.

The Instructional Materials Center should not be used for functions which interfere with its primary purpose, that of media services to students and teachers. Recent inventions such as audio and video remote access facilities, transmission of materials over television, and wireless listening systems provide new capacities for making resources accessible in the IMC, throughout the school, and in the home.

Full accessibility entails not only the availability of a collection of materials that meets standards for variety, breadth, and scope, but also the provision of duplicate copies of titles to meet curricular requirements as well as requests of students for popular materials that are not necessarily related to class work. Paperback books are valuable in meeting heavy demands for materials and developing enjoyment of reading. Duplicate copies of filmstrips, 8 mm films, recordings and other materials are provided to meet the needs of students and teachers. Audiovisual equipment in sufficient amounts is essential to assure maximum accessibility and use of materials by groups and individuals. Even where good collections of films, filmstrips and other materials are available they cannot be used by students without an adequate supply of equipment, set up and ready to use. Lack of such tools hinders individualization of learning and effective teaching.

The organization of a school's instructional program or the architectural plan may require several resource centers in addition to the IMC to provide accessibility to materials. In some schools separate resource centers are provided by the IMC for teaching teams or departments and are located near the special areas concerned. An index of the collection should be located at the resource center as well as in the Instructional Materials Center.

The design, facilities, and arrangement of the IMC are planned for the convenience and comfort of the users. In planning facilities for an Instructional Materials Center, for the main reading, listening and viewing area, space alloted

should be based on seating 15% of the student enrollment at 40 square feet per student. Additional space is needed for conference rooms, office-workroom, media production, maintenance, storage and other functions. (See Chapter 5, *Standards for School Media Programs*, for further details about space and equipment.) Circulation and loan regulations permit students and teachers to obtain materials easily for use throughout the school and at home. Duplicate copies of reference works are available for borrowing, as are all types of print and audiovisual materials. Cassette tapes and printouts of microfilm are two types of materials which require flexible loan procedures. Students borrow whatever materials they need and technological advances make it practical for them to borrow the equipment as it has become more portable. Loan regulations are generous and elastic with lengths of loan easily renewable unless there is reasonable justification for limitations. The quantity of material that can be withdrawn at any one time is not limited.

Accessibility involves the utilization of the resources and services of the system or regional materials center (see Chapter 6, *Standards for School Media Programs*). These may include interloan of materials, televised and taped programs originating in the district center, resources in banks of materials, and films and other materials channeled into the classrooms and IMC areas. These expanded services increase considerably the accessibility of resources to students and teachers and contribute further to the variety, richness and efficiency of the media program in the school.

Individuals or small groups of students in elementary schools have access to the IMC at all times during the school day. The use of a rigid schedule for class visits to the center is not recommended. This practice promotes the "library class" concept and prevents the IMC from being available on a flexible basis during the day for use by individuals, small groups and classes. Teaching of media utilization skills to students should be integrated with meaningful classroom activities and cover the areas outlined in *Learning to Use Media*, available from the Department of Public Instruction.

Resources of the center are made easily accessible throughout the school. Materials from the IMC are sent to classrooms and other teaching areas on a long or short term loan basis. The IMC staff assists teachers and students in the selection and use of appropriate materials for these collections. Basic information tools, encyclopedias, dictionaries, globes and similar materials, are available in the classrooms for indefinite loan periods, but remain the responsibility of the center for upkeep and replacement. The provision of supplementary resources such as sets of supplementary textbooks, magazines, newspapers and audiovisual materials, is arranged through the IMC whenever they are needed in the classroom, resource center or other teaching

areas. In cases where materials are used heavily by certain subject areas, they may be assigned to these areas on a long term basis.

Paperback books are frequently used as textbooks and as such should be provided by the school. Other paperbacks in large quantities are part of the IMC's regular collection. If teachers wish to have a collection of paperbacks accessible in the classroom these are made available from the IMC's collection as part of the regular program by which the center provides teachers with all kinds of materials.

Staff

Professional Staff — in sufficient numbers and with a variety of competencies is an indispensable part of a functional Instructional Materials program. Personnel qualified to implement the diverse services is essential for the selection, organization and effective use of a wide spectrum of educational media. The staff should include both professional and supportive personnel. Professional staff is the most vital component of a media program. It provides teachers and students with the services previously listed. The head of the Instructional Materials Center program must have leadership ability, good public relations, administrative skill, competencies in school library and audiovisual areas as well as knowledge of learning theory and curriculum development. In small schools (less than 300) it may be necessary to have one person provide the services of the Instructional Materials center. In larger schools or those developing a more sophisticated program, responsibilities have grown to such proportions that a single professional cannot provide necessary services and specialists in library and audiovisual will work as a team. Regardless of the pattern of organization, a close working relationship should be developed between the library and audiovisual programs.

For a more complete list of work responsibilities of the school media center personnel, see *School Library Media Personnel Task Analysis Survey*, American Library Association. An expanded list of duties of audiovisual personnel is available in the *Jobs in Instructional Media Study*, Division of Educational Technology, National Education Association, and/or *Guidelines for Instructional Media Programs*, Pennsylvania Learning Resources Association, Chapter 3. Professional staff members must meet certification requirements as outlined in the Wisconsin Administrative Code.

Staff requirements in elementary, junior and senior high schools, with central Instructional Material centers:

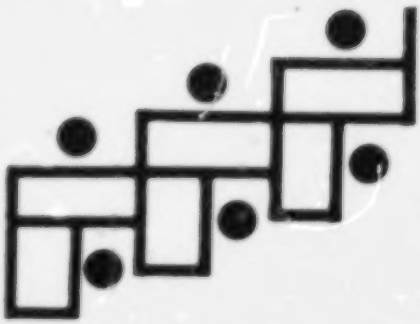
- Enrollment to 299 – at least a half-time qualified librarian (exclusive of study hall duty or other instructional duties) should be assigned to instructional materials services, as enrollment approaches 300 the librarian should be assigned additional time to library services
- Enrollment 300 to 499 – a full-time librarian should be assigned to instructional materials services
- Enrollment 500 or more – a full-time qualified librarian should be employed; in addition there should be professional library help for one period daily for every 100 pupils over 500

Audiovisual Staff –

- Enrollment to 399 – at least a half-time audiovisual specialist
- Enrollment 400 to 750 – a full-time audiovisual specialist; add one audiovisual specialist for each additional 1,000 students or major fraction thereof

In schools where audiovisual and library programs are combined, the amount of staff required will be determined by adding the above audiovisual requirements to the personnel standards for libraries. Every multiple unit school district with at least one high school and four elementary schools shall employ a district audiovisual director. In the larger districts it will also be necessary to provide the services of a school library supervisor to develop a coordinated program.

Supportive Staff – The supportive staff of the IMC includes media technicians and



aides. Non-certified personnel free the professional staff from clerical tasks, allowing them to work more closely with students and teachers in promoting the effective utilization of materials. An adequate supportive staff makes possible the most efficient and economical use of professional time and talent. Technicians are supportive personnel who have special training in the fields of graphics, information and materials processing, information retrieval, photography, and equipment maintenance. The services to be offered by the IMC will determine the type of supportive staff needed. The recommended ratio is one clerk for every professional staff member or an equivalency thereof, and one audiovisual assistant (technician, graphic artist, clerk, photographer, etc.) for each 750 students.

IMC supportive staff should be able to perform the following tasks: type, keep records, send notices, open mail, handle office circulation routines, read shelves, shelf and file materials, operate audiovisual equipment, produce and duplicate recorded materials, inspect and repair films, mount pictures and transparencies, maintain appearance of center, repair minor damage to materials, assist in ordering and processing of materials and prepare bulletin boards and displays.

Materials Collections

	Basic (minimum)	*Advanced*
Books	8,000 or 12 volumes per student, whichever is greater	10,000 or 15 volumes per student, whichever is greater
***Magazines**	25 (Elementary, K-6)	40
	50 (Elementary, K-8)	65
	75 (Junior High)	100
	100 (Senior High)	150
Newspapers	3 (Elementary)	6
	6 (Junior High)	10
	6 (Senior High)	10
Pamphlets (Vertical file)	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings and other materials appropriate to the curriculum and interests of the students should be provided	
Filmstrips and sound filmstrips	500 titles or one per pupil whichever is greater; duplicates as needed	750 to 1,000 titles representing 1,000 to 1,500 prints or 3 prints per pupil, whichever is greater
Recordings, reel-to-reel and cassette tapes and discs, exclusive of electronic lab materials	1,000 titles or 2 per pupil whichever is greater	1,500 to 2,500 titles, or 6 per pupil, whichever is greater; duplicates as needed
16 mm films	Most schools will rent the bulk of their educational films; every school should have available the film rental catalog of the Bureau of Audio Visual Instruction of the University of Wisconsin Extension in Madison, and of the University of Wisconsin at La Crosse; some CESA's have developed excellent regional film libraries of instructional films for use by member schools; some films will be owned by the school systems, district or cooperative and will be made readily available to the schools involved	
	Whatever the source, students and teachers should have access to:	
	1 film per teaching station with a minimum of 500 titles and duplicates as needed, or an average of 6 film rentals per teaching station per school year	1 film per teaching station with a minimum of 1,000 titles and duplicates as needed, or and average of 12 film rentals per teaching station per school year

*A good selection source for periodicals is *Periodicals for School Libraries*, available from the American Library Association.

	Basic (minimum)	*Advanced*
8 mm films	250 titles or 1 per student; duplicates as needed	500 or 1½ per student; duplicates as needed
2 x 2 slides	2,000 professionally prepared slides	3,000 professionally prepared slides
Transparencies and transparency masters	1,000 prepared transparencies plus a selection of subject matter masters	2,000 prepared transparencies plus a selection of subject matter masters
Art Prints	300 with duplicates as needed	500 with duplicates as needed
Globes	At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes available centrally	
Maps	1 map for each region studied and special maps (economic, weather, political, historical, and others); duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations	
Microfilm	To be purchased as available on topics in the curriculum; the most used periodical titles indexed in *Reader's Guide* and newspaper files should be obtained as needed for reference	

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Due to the state of the field and the nature of certain media, it is extremely difficult to develop quantitative standards for all types of audiovisual materials. The list below includes some of these materials. Even though quantitative standards are not indicated at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available. Each item listed must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audiovisual materials, with no one item dominating the program.

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replicas	**art objects**	**models**
educational games	**kits**	**realia**
dioramas	**programmed instruction**	**video tapes**

• • •

AV Equipment

AV Equipment—(Equipment for viewing and listening can be found in the *Audio-Visual Equipment Directory*, National Audio-Visual Association.)

Several factors, such as central or dispersed distribution, the number of floors in a building, an elevator in multilevel buildings and closed-circuit devices, may affect the amount of audiovisual equipment needed by a school. Compatability with available materials and between pieces of equipment used is essential.

Standardization of certain items will reduce supply and maintenance problems and simplify training in equipment operation. Accessibility of equipment affects its use.

In the case of closed-circuit devices, plans must be made so that the individual classroom will receive the service it needs at the appropriate time. Schools may add flexibility to state educational radio and television network by taping these and other programs off the air and playing them back when desired.

A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon as they have demonstrated worth in the improvement of instruction. For example, the state of the art regarding dial access installations is such that no general recommendations are made.

All schools must anticipate expanded inventories of equipment for individual use. The equipment listed in these guidelines is a minimum recommendation, and schools should feel free to expand in those areas where their particular needs are greatest.

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ELEMENTARY AND SECONDARY

	Basic	*Advanced*
16 mm sound projector	1 per 4 teaching stations plus 2 in the IMC	1 per 2 teaching stations plus 4 in the IMC
8 mm film loop projector	1 per 3 teaching stations plus 10 in the IMC	1 per 2 teaching stations plus 15 in the IMC
2 x 2 remotely controlled slide projector	1 per 5 teaching stations plus 2 in the IMC	1 per 3 teaching stations plus 4 in the IMC
Filmstrip or combination filmstrip-slide projector	1 per 5 teaching stations plus 2 in the IMC	1 per 2 teaching stations plus 4 in the IMC
Sound filmstrip unit	1 per 5 teaching stations plus 3 in the IMC	1 per 3 teaching stations plus 5 in the IMC
10 x 10 overhead projector	1 per 2 teaching stations plus 2 in the IMC	1 per teaching station plus 2 in the IMC
TV receiver (minimum 23" screen) (on cart)	1 per 20 students for the maximum number of students viewing programs at any one time	1 per teaching station where programs are available plus 1 in the IMC
Filmstrip viewers	1 per teaching station plus 5 in the IMC	1 per teaching station plus 15 in the IMC

	Basic	*Advanced*
Listening stations	portable listening stations with 6-10 earphones at a ratio of 1 per 5 teaching stations, plus 2 per IMC suitable for use with record player, tape recorder or motion picture projector	Same as basic except at a ratio of 1 per 3 teaching stations, plus 4 in the IMC; 1 set of earphones for each piece of audio equipment for individual use
Overhead projector, (10 x 10 auditorium type)	1 for each large group instructional area	
Opaque projector, with adequate light control	1 per building	1 per floor plus 1 in the IMC
Video tape recorder	1 per 15 teaching stations with a minimum of 1 per building	1 per 5 teaching stations with a minimum of 2 per building
Micro-readers, some with microfiche attachment, only if materials are available	1 per IMC	1 per 10 teaching stations located in the IMC
Micro reader-printer	1 per IMC, only if materials are available	
Micro projector	1 per school	1 per science room
Record player	1 per 10 teaching stations (high school); 1 per teaching station (K-3); 1 per grade level (4-6); plus 2 in the IMC (K-12)	1 per 5 teaching stations plus 3 in the IMC (high school); 1 per teaching station, plus 3 in the IMC (K-6)
Audio tape recorder	1 per 5 teaching stations plus 1 in the IMC	1 per 4 teaching stations plus 2 in the IMC
Cassette tape recorder	2 per teaching station plus 10 in the IMC	5 per teaching station, plus 20 in the IMC
Projection cart	1 for each peice of heavy equipment	1 permanently assigned in each classroom
Light control	Every classroom should have adequate light control "Adequate" implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively	
Radio receiver (AM-FM)	1 for each elementary classroom and 1 per 10 teaching stations (high school), or central distribution plus 1 in the IMC	1 per elementary classroom; 1 per 5 teaching stations, (high school), or central distribution plus 2 in the IMC
Projection screen	One permanently mounted screen per classroom plus portable screens as needed. Permanent screen no smaller than 70 x 70 with keystone elimination. Screen for auditorium and/or large group instructional area	

All new construction should include provision for installation at each station of television viewing facilities; older buildings should be wired for closed-circuit television as the needs develop. Where televised programs are currently available or anticipated, a complete distribution and receiving system of at least five channels should be available so that broadcast TV, Cable TV, 2500 Mhz, UHF or VHF can be utilized. The system should permit signals to be distributed to each room from the central TV reception area and/or from a central studio. It should be possible to feed signals to the system from any classroom. Signals should be available simultaneously.

PRODUCTION EQUIPMENT

Basic (per building)
Dry mount press and tacking iron, large paper cutter, transparency production equipment, 16 mm camera, 8 mm camera, 35 mm still camera with copy lens and flash attachments, Polaroid camera, spirit duplicator, primary typewriter, photographic simple copy camera and stand, light table, film rewinds, film splicer (8 mm and 16 mm), audio tape splicer, mechanical lettering devices, manual lettering kit, film and tape cleaning and maintenance equipment, kit of basic hand tools, slide sorter, thermal copier, work table, drawing board

Advanced (per building)
Add to basic list: additional lettering devices, slide reproducer, tape duplicator (reel-to-reel and/or cassette)
35 mm viewer
Diazo copier
photocopier
stencil cutter
bulk tape eraser
refrigerator for storing chemicals and film
headliner
off-set press

Professional Collection

A professional library is essential to encourage faculty study and research. Administrators, teachers, IMC personnel and others must have easy access to professional materials for quick consultation. There should be a district level professional collection and building level collections. The district level collection should contain examination copies of textbooks and specialized materials in various fields of education, courses of study, curriculum guides, films and filmstrips, tapes, catalogs of materials such as paperbacks and films, indexes of community resources and announcements of professional meetings and workshops. The building collection should emphasize current materials and basic reference tools.

The IMC staff keeps teachers and administrators informed of materials added to the collection and brings to their attention specific items, print and audiovisual, that will be of particular interest and value.

In selecting materials to develop a professional library, a good source is *The Teachers' Library*, National Education

Association, 1968 and *Recommended Materials for a Professional Library in the School*, Michigan Association of School Librarians 1967. Many excellent recommendations are also found in professional education magazines.

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Specific requirements

	Basic	*Advanced*
Books	300	600
Magazines	30	50
	with *Education Index* and duplicates as needed	

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The professional collection also includes the following types of material: government documents, audio and video tapes, pamphlets, education materials released by the State and community, catalogs and brochures of museums and sites of educational value, television and radio program guides and manuals, field trip evaluations, releases of teachers' organizations and associations, announcements of professional meetings, workshops, courses and other programs for continuing education.

Expenditures

Print Materials An annual budget is necessary to maintain and up-date the collection of materials in the IMC. Where new facilities and/or programs are developed, capital outlay funds should be appropriated for an initial collection of print and audiovisual materials and equipment. Additional funds are provided for encyclopedias, dictionaries, magazines, newspapers and other library expenses.

This includes funds provided by the State for library materials from the Common School Fund, but does not include Federal funds, such as Elementary and Secondary Education Act, (ESEA) Title II.

For classroom libraries in elementary schools without central libraries, a minimum of $20 per teacher should be expended for student magazines.

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	Basic	*Advanced*
Student library books	$7 per student or $1,000 per building, whichever is larger	$10 per student or $1,500 per building, whichever is larger
Student magazines and newspapers	$200 (Elementary) $500 (Jr. High School) $700 (Sr. High School)	$400 $750 $1,000

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Audiovisual Materials – AV materials, including film rental but excluding equipment purchase or maintenance and supplies such as bulk tape and transparency materials, films, etc.

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	Basic	*Advanced*
Audiovisual materials	$7 per student or $1,000 per building, whichever is larger	$10 per student or $1,500 per building, whichever is larger

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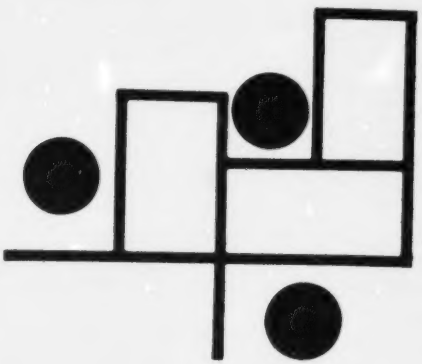
To provide for a well-rounded materials program, it is recommended that the basic complement of films, filmstrips and recordings be purchased from special funds, such as capital outlay for new facilities. This amount would include film rentals if no basic film collection is started, and subscription television, but would not include salaries, building construction or remodeling, CCTV installations, or electronic learning center.

Professional Library – At least $200 per school or $10 per teacher, whichever is more, should be appropriated and expended to maintain a minimum standard professional library of print and audiovisual materials at the building level. The professional library is a valuable resource as teachers seek to keep abreast of new developments and utilize media effectively in instruction.



Bibliography

Selecting Materials for School Media Centers, 1971, 15 cents, available from the American Library Association, provides a wide variety of reliable selection sources. In addition the following are suggested:

Abridged Readers' Guide to Periodical Literature H. W. Wilson Co., $14.00

Bailey, Catherine M., *Educational Communications Handbook*, 1968, Division of Educational Communications, New York State Education Department

Catalog of Educational 16 mm Motion Pictures, 1968 (with supplements), University of Wisconsin Bureau of Audio Visual Instruction

Cheney, Frances Neel, *Fundamental Reference Sources*, American Library Association, 1971, $8.50

Dale, Edgar, *Audiovisual Methods in Teaching*, Third Edition, Dryden Press, Holt, Rinehart and Winston, Inc., 1969, $11.95

Davies, Ruth Ann, *The School Library: A Force for Educational Excellence*, R. R. Bowker, 1970, $9.95

Dewey, Melvil, *Dewey Decimal Classification and Relative Index*, Forest Press, Inc., 1965, $10.00

Educational Motion Picture Films, Department of Audiovisual Instruction, University of Wisconsin, La Crosse, 1971

Ehrenreich, Julia W., *Education Index*, H. W. Wilson Company, cost – on service basis

Elementary School Media Programs: An Approach to Individualizing Instruction, National Education Association, 1970, $1.00

Fulton, W. R., *Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems*, National Education Association, 1970, $1.00

Gaver, Mary Virginia, *Patterns of Development in Elementary School Libraries Today: Third Edition, A Five Year Report on Emerging Media Centers*, Encyclopaedia Britannica, Inc., 1969, $2.50

Gaver, Mary Virginia, *Services of Secondary School Media Centers: Evaluation and Development*, American Library Association, 1971, $4.50

Green, Alan C., ed., *Educational Facilities With New Media*, National Education Association, 1966, $4.50

Green, Peter, ed., *Instructional Hardware/A Guide to Architectural Requirements*, Educational Facilities Laboratories, Inc., 1970

Gross, Ronald and Judith Murphy, *Educational Change and Architectural Consequences*, Educational Facilities, Inc., 1968

Guidelines for Instructional Media Services Programs, Pennsylvania Learning Resources Association, 1970, $2.00

Healy, Helen Jean, comp., *Recommended Materials for a Professional Library in the School*, Revised Edition, Michigan Association of School Librarians, 1969, $4.00

Helping Freddie Learn, (sound filmstrip), Wisconsin Audio Visual Association, 1970, $12.50

Hetrickes, Sally, ed., *The Audio-Visual Equipment Directory*, National Audio Visual Association, Inc., revised annually, $8.50

Hicks, Warren and Alma May Tillin, *Developing Multi-Media Libraries*, R. R. Bowker, 1970, $8.95

I Read, You Read, We Read, I See, You See, We See, I Hear, You Hear, We Hear, I Learn, You Learn, We Learn, American Library Association, 1971, $2.00

Learning to Use Media, Wisconsin Department of Public Instruction, 1970, 50 cents

Lowrie, Jean Elizabeth, *Elementary School Libraries*, Scarecrow Press, Inc., 1970, $5.00

McDaniel, Roderick, *Resources for Learning, A Core Media Collection for Elementary Schools*, R. R. Bowker Company, 1971, $16.00

National Association for Independent Schools, *Books for Secondary School Libraries*, R. R. Bowker, 1971, $8.95

Neagley, Ross L., N. Dean Evans, Clarence A. Lynn, Jr., *The School Administrator and Learning Resources*, Prentice-Hall, Inc., 1969, $6.95

Occupational Definitions for School Library Media Personnel, American Library Association, 1971, $2.00

Pearson, Neville P. and Lucius Butler, *Instructional Materials Centers: Selected Readings*, Burgess Publishing Company, 1969, $6.00

Readers' Guide to Periodical Literature, H. W. Wilson Company, $35.00 per year

Recommended Materials for a Professional Library in the School, Michigan Association of School Librarians, 1969, $4.00

Riddle, Jean, Shirley Lewis, and Janet MacDonald, *Non-Book Materials: The Organization of Integrated Collections*, American Library Association, 1971, $3.50

Roach, Helen, *Spoken Records*, Third Edition, Scarecrow Press, Inc., 1970, $7.50

Rowell, John and Ann Heidbreder, *Educational Media Selection Centers*, American Library Association, 1971, $4.50

Rufsvold, Margaret I. and Carolyn Guss, *Guides to Educational Media*, Third Edition, 1971, American Library Association, $2.50

School Library Media Personnel Task Analysis Survey, American Library Association, 1969, $2.00

Spalding, C. Sumner, ed., *Anglo-American Cataloging Rules*, American Library Association, 1967, $8.50

Standards for Cataloging Non-Print Materials, National Education Association, 1971, $3.50

Standards for School Media Programs, American Library Association and National Education Association, 1969, $2.00

Subject Index to Children's Magazines, Gladys Cavanagh, ed. Madison, Wisconsin, $10.50, annually, ten issues

Sullivan, Peggy, ed., *Realization: The Final Report of the Knapp School Libraries Project*, American Library Association, 1968, $10.00

Wallington, C. James, et al, *Jobs in Instructional Media Study (JIMS)*, National Education Association, 1971, $6.00

Weber, Olga S., ed., *Audio Visual Marketplace*, R. R. Bowker Company, $15.00, revised annually

Westby, Barbara Marietta, ed., *Sears List of Subject Headings, 9th Edition*, H. W. Wilson Company, 1965, $10.00

Directory of Publishers

Selecting Materials for School Media Centers contains a directory of publishers. Here are additional addresses:

Department of Audiovisual Instruction, University of Wisconsin, La Crosse, Wisconsin, 54601

Division of Educational Communications, State Education Department, Albany, New York, 12224

Dryden Press, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017

Educational Facilities Laboratories, 477 Madison Avenue, New York, New York, 10022

Encyclopaedia Britannica, Inc., Mail Order Sales, 425 North Michigan Avenue, Chicago, Illinois, 60611

Forest Press, Inc., Lake Placid Club, Essex County, New York, 12946

The Macmillan Company, Inc., Publishers, 866 Third Avenue, New York, New York, 10022

Michigan Association of School Librarians, Publications Distribution Service, 615 East University, Ann Arbor, Michigan, 48104

National Audio Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia, 22030

Pennsylvania Learning Resources Association, P.O. Box 498, Drexel Hill, Pennsylvania, 19026

Prentice-Hall, Inc., Route 9W, Englewood Cliffs, New Jersey, 07632

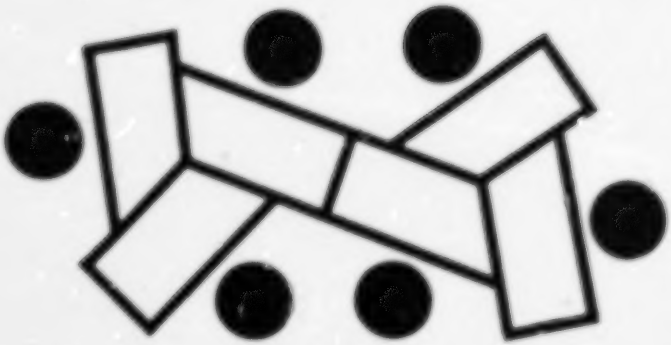
Scarecrow Press, Inc., 52 Liberty Street, Box 656, Metuchen, New Jersey, 08840

Subject Index to Children's Magazines, 2223 Chamberlain Avenue, Madison, Wisconsin, 53705

University of Wisconsin Audiovisual Department, 1327 University Avenue, P.O. Box 2093, Madison, Wisconsin, 53701

Wisconsin Audio Visual Association Dr. D. P. Barnard, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

Wisconsin Department of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702



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